

**The Report of the
Accreditation Visiting Team**

**Ogden High School
2828 Harrison Blvd.
Ogden, UT 84403**

April 29-30, 2003



**Utah State Office of Education
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P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Ogden High School
2828 Harrison Blvd.
Ogden, UT 84403**

April 29-30, 2003

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 29-30, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Ogden High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Ed Jenson is commended.

The staff and administration are congratulated for the generally fine program being provided for Ogden High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Ogden High School.

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OGDEN HIGH SCHOOL

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Rich Moore Assistant Principal
Reed Spencer Assistant Principal

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Lorenzo Carter Counselor
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OGDEN HIGH SCHOOL

MISSION STATEMENT

The mission of the Ogden City School District, enriched by its diversity, is to instill in all students a passion for learning, readiness to pursue their personal and career aspirations, and the capacity to thrive as responsible citizens in a global community.

The mission of **Ogden High School** is to instill in all students the capacity to thrive as educated, responsible citizens in a global community.

BELIEF STATEMENTS

We believe that

- Families are the foundation of the community.
- All individuals are accountable and responsible for their choices and actions.
- All individuals have value.
- All individuals have the capacity for continual growth and development.
- Honesty and integrity are essential to building and maintaining trusting relationships.
- Diversity is a strength that enriches a community.
- People working together toward a common goal will accomplish anything.

MEMBERS OF THE VISITING TEAM

Dan Johnson, Mount Logan Middle School, Logan School District
Visiting Team Co-Chairperson

Lynette Riggs, Sky View High School, Cache School District
Visiting Team Co-Chairperson

Susan Brady, Center High School, Granite School District

Owen Denison, Kearns High School, Granite School District

Julie Larson, Bountiful Junior High School, Davis School District

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VISITING TEAM REPORT

OGDEN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Ogden High School is a comprehensive school that offers a wide variety of choices for students in class offerings as well as extracurricular activities. The students, staff, and community hold the school in high regard because of its history and rich traditions. The facility was built as a public works project in 1937 and is currently on the National Historic Registry. The student population of approximately 1,550 has undergone dramatic changes in ethnicity, with 57 percent being Caucasian, 36 percent Hispanic, three percent African-American, and four percent other ethnic groups. Data from studies show that, in less than three years, the number of Hispanic students has grown from 282 to 565; this increase has brought with it a large group of students with limited or no English language proficiency. Currently, over 50 percent of Ogden High School students are eligible for free or reduced-price lunch.

a) *What significant findings were revealed by the school's analysis of its profile?*

There is recognition by the school's staff, students, and community that the profile of Ogden High School is changing rapidly. Constituents indicate a high level of concern that the current facility, programs, and practices are not rising to meet the changes, which are occurring in the areas of ethnic and economic diversity. The profile data revealed with clarity the negative impact that these factors are having on student achievement. On the other hand, the profile data also revealed that the desire, commitment, and resources exist in the school and community to substantially improve student performance in the next few years. The Visiting Team was confident that the leaders in the school and those involved with the self-study developed a profile that was representative of who the school and community really are. It was an open and honest reflection of the school's current status. It was further felt by the Visiting Team that the profile was the foundation used for the recommendations found in the school's improvement plan.

b) *What modifications to the school profile should the school consider for the future?*

The school and community did an excellent job of developing the profile by using appropriate instruments and measures. The use of an outside team from High Schools That Work (HSTW) for technical support assisted in providing the quantitative and qualitative information needed for effective decision making. The profile showed that the building/facility is

inadequate to meet the needs of a 21st century technological society. Other data clearly indicated that average daily attendance at the school is low, the dropout rate is high, and discipline referrals are on the rise. Overall, the student body is performing below state and national averages in their general education achievement scores, and student participation in certain higher-level academic areas is declining. The percentage of Hispanic students participating in these classes and going on to college is much lower than the percentage of the Caucasian population.

Suggested Areas for Further Inquiry:

As the district further develops the tools in COGNOS to individualize information on specific students, it is recommended that this information become an important component of the next school profile. Greater clarity should also be developed to represent thoughts and opinions of the student body, parents, and the community regarding the school improvement process.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Community Council at Ogden High School has met frequently to discuss school needs. The Council reported that they were actively involved in the school study process on a scheduled basis and felt well informed on school issues. They reported that their input was reflected in the final school improvement document. The Visiting Team felt that there was an apparent lack of student participation at the Community Council level. Although student participation was minimally reflected in some school-level group meetings, input from the student body should be encouraged as the study continues and implementation begins.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Ogden High School has had several studies going on simultaneously over the past couple of years, all aimed at school improvement: Collaborating for School Improvement (Utah State Office of Education), High Schools That Work (Southern Regional Education Board), and Smaller Learning Communities (SLC). As a result of this extensive effort and other grant applications, which required self-study documentation, a significant

collection of student achievement data and school improvement data has been generated. Ogden High School's self-study was bold and forthright in illuminating strengths and weaknesses.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Ogden High School's desired results for student learning (DRSLs) are as follows:

1. Autonomous Learning
2. Communication
3. Critical Thinking
4. Social Responsibility

Indicators for each of the DRSLs have been created. It is suggested that rubrics be generated and then used in the instructional units taught by the teachers at the school.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The administration provided a common planning time (released time) for the faculty to coordinate, discuss, and align the mission with needs and desires of the constituents. Some input was gathered through the Community Council. The Visiting Team felt the mission statement served as a guide for school change. The work that was done in this study and others by the leaders and staff at Ogden High School provided compelling evidence that change is absolutely necessary if student achievement gains are to be accomplished. The mission statement is solid and must continue to be articulated and pursued by everyone at the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school has established a set of core belief statements. These statements are a positive reflection of a school that wants to make changes in the interest of student success. Once again, these belief statements and the mission statement must be viewed as the vanguard for the school improvement effort and should be reviewed often with students, staff, and the community.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team felt there was congruity between the DRSLs and the mission and belief statements. There was not, however, a deep understanding of what these are, nor of their potential impact upon the change effort. Leaders should consider ways to tie all proposed changes at the school into their DRSLs, mission, and beliefs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The accreditation process appears to have assisted the staff members in increasing their collaboration efforts related to standards found in the Utah Core Curriculum. For example, the Science Department is working to create a common syllabus for specific science courses; the Mathematics Department is aligning their lessons with the Core, particularly after examining recent CRT scores; the Foreign Language Department is coordinating efforts with the ESL teachers to better assist LEP students; and the ROTC program is using many modern, research-based instructional practices. Many of the other departments are beginning to collaborate. The staff has an increased awareness of the need to collaborate, especially when they consider the increasing number of LEP students who are experiencing diminishing levels of success.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

A list of the school's DRSLs is posted in many of the classrooms. There was evidence that the staff is working to increase collaboration in support of curricula targeting the DRSLs. The Foreign Language Department is working on the DRSL of communications, having devised a course where English speakers desiring to learn Spanish are in the same class with Spanish speakers desiring to learn English. The class is conducted in both languages. Related to the DRSL of autonomous learning, the Business Department has developed a course in which the students work at their own pace. The students primarily work independently of others in order to complete the work. The Family and Consumer Sciences Department conducts Reality Town, helping students with life skills while making the activities relevant to the student. As far as the DRSL of critical thinking is concerned, the school is working in collaboration with Weber State

University to increase the number of concurrent college classes available to students. Finally, concerning the DRSL of social responsibility, the school has made a particular effort to demonstrate collaboration to its students by working together as teams and units. At this point in time emphasis is given to DRSLs, but there is no formal implementation or assessment plan for desired learner outcomes.

It also appears that the staff is beginning to understand the need to use data to ensure the effective use of instructional practices. The school has made available to teachers various professional development activities and workshops, many of which are based upon current research and best practices. Teachers showed interest in taking advantage of these opportunities.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

There was a wide range of instructional strategies observed by the accreditation team. Teachers were observed using demonstrations, role-play, and project-based learning, as well as drill and practice. There was a general knowledge that using best practices in instruction is the best way to help students master standards. However, not all teachers are incorporating that knowledge into what is occurring in their classrooms, because of limitations of the facility or lack of desire. Staff development in the area of instructional design is needed at the school.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Although some teachers use differentiated instruction in addressing the needs of students, such instruction was not prevalent among the faculty. Teachers should investigate how to incorporate a variety of instructional strategies to better address the needs of a high-risk student population. Progress should be made toward instruction that is data-driven, thus reflecting an emphasis on standards-based education.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

There are a variety of programs that have just been implemented that support student learning. An advocacy program provides teacher tutoring once a week; Service-Learning, state certification, clubs, and work-based learning projects also exist. These programs and many other experience-

based activities that were observed at Ogden High School allow students the opportunity to transfer school learning to real-life experiences. The Visiting Team felt that there was a strong commitment at the school to providing enrichment for the student body at the school and in the community. The school has many strong community connections that allow students a wonderful opportunity to pursue interests in off-campus settings.

Quality Assessment Systems:

Generally speaking, the teachers were not using any form of data collection other than teacher-devised content measures and standardized SATs and CRTs. The UBSCT was not very familiar. Some teachers spoke in frustration about not receiving results (or not in time) so that they could make instructional adjustments (CRTs). COGNOS was not something of which teachers generally had personal knowledge. Leadership in the school and district are currently refining the system so that it will be readily available for teachers to use for instructional decisions. They are to be commended for moving forward in this important aspect of assessment and data collection.

Teachers understand the basic concept of standards-based education, but the school is not having the vertical/horizontal alignment discussions that will bring about a clear understanding of standards. There is no hierarchy of desired competencies identified, and this need must be agreed upon within departments and across the school.

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Other than individual teacher-constructed content/course-related CRTs and class assignments, there have been few attempts to come together as departments or a school as far as assessment goes. There is no organized way to look at student literacy needs (reading tests) other than some special education and ESL measurements. It appears that most of the English Department uses Six Traits writing assessments, although the teachers didn't indicate that they had learned this through organized school in-service efforts. Six Traits writing seems to be primarily an English Department effort.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Teachers in the school do not use basic components of a standards-based instructional unit. Teachers do teach the Core Curriculum, but have not had training to "unpack" standards and create realistic assessment targets. This

is an important staff development need, and has been identified as a component of the School Improvement Plan. Leadership at the school recognizes that teacher-made assessments, when properly designed and implemented, are the most powerful indicator of student learning.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There is concern about how fair and equitable the tests (such as the UBSCT, SAT, etc.) are, especially for English language learners. Again, frustration was voiced concerning how late results were shared from the CRTs. They are administered late in the school year, with results not available until the summer. (COGNOS should help, since Ogden School District has created the cubes necessary for individual student data to be available at the classroom level.) Hopefully, classroom tests, projects, and other forms of performance assessment can then be used appropriately for formative and summative evaluation. Teachers and the administration have been talking more about performance assessment and the importance of multiple measures. There is concern that students are being subjected to too much testing.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Documents related to school improvement were all centered on student achievement and youth development. The leadership at Ogden High School is very committed to students and has made learning the school's priority. This is evidenced by the way in which studies have been conducted and the results articulated in action plans. The leadership has invested a great deal in their staff.

The faculty has been provided with multiple opportunities for inservice. Teams of teachers have traveled to many parts of the United States to participate in training and to visit schools that have made the changes that Ogden High School is seeking to implement. The leadership understands that teachers will support what they help to create. The intent has been to develop a staff that is well informed, trained in best practices, and focused on student achievement.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership at Ogden High School has employed the services of a technical assistance team from High Schools That Work (HSTW). A team representing HSTW made an on-site visit in December, 2002 and provided a report that correlates nicely with the continuous improvement model concepts that the school is required to study and implement for USOE Accreditation. The governing principles of HSTW are research-based, data-driven, and highly recognized in the nation. Teams of teachers have visited sites in different parts of the country as part of this work. These visits and time to work together as a faculty on a regularly scheduled basis have done a great deal to develop a sense of purpose and collaboration among the faculty leadership and school administration.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Ogden School District is a leader in developing COGNOS cubes so that individual student data can be retrieved and used at the classroom level. (One of the experts in this area currently serves as an assistant at the school.) COGNOS is not widely used by the teachers at Ogden High School at this time, but interviews with the administrative team revealed a plan and commitment to use this powerful tool at the classroom and individual student level. (Data-informed decision making is a part of the school's action plan.) The administrative team has disaggregated data for a variety of subgroups and has effectively used this data in the school profile, in developing statements of need for district support, and in grant writing. Development of multiple lines of assessment at the teacher/classroom level is a need that must be addressed in the future at Ogden High School. Once again, this is reflected as a staff development component in the SIP.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Ogden High School has written and received a Smaller Learning Communities (SLC) grant. School profile data was used to determine that moving to this kind of setting would create a more nurturing environment and make better use of the physical and human resources that exist at the school and in the community. There is excitement among the students, staff, and parents about this effort. The benefits of moving to SLC were confirmed in the report by the visiting team from HSTW. They are also recognized and confirmed as by the Visiting Team for accreditation from the USOE. The administration is to be commended for its effort to enlist the help of the district office and community to renovate Ogden High School. Taking care of the physical facility, while at the same time

developing strong strategies for schoolwide improvement, is a daunting task.

The facility is old and historic. It is revered in the community. Yet the fact remains that it simply cannot meet the needs that currently exist in this community. Many of the students and teachers make do with inadequate space, storage, water, and other basic instructional needs. Given the nature of the building and the inherent constraints, the Visiting Team was very impressed with the students', teachers', and administration's ability to make the educational program work as well as it does.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school has developed mission and belief statements, identified desired results for student learning (DRSLs), and stated its improvement efforts in many different documents that have come under heavy review. The Visiting Team's review of documentation, and interviews with the administration, revealed that all of this work is very important to them and central to the team's work. The leadership has taken the initiative in searching for and acquiring resources to renovate the school, getting technical assistance, providing for on-going research-based staff development, and has been creative in providing time for individuals and groups to accomplish the work.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team observed that the administration and designated school leaders are making an effort to focus the school's improvement efforts on student learning. Many teachers and community members have been given the opportunity to lead teams, discussion groups, and focus groups. The Visiting Team felt that student and community participation should be increased, especially as this work progresses beyond the investigation stage. A more concerted effort should be made to ensure that all stakeholders understand the focus and intent of the reform effort. The leadership team understands and desires to promote a culture of collaboration and shared responsibility.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed with the culture of Ogden High and the deep sense of community among students and staff. There was significant evidence of positive working relationships among students, teachers, support staff, and the administration. The population overwhelmingly values the traditions and diversity in the school. There has been movement toward appraising parents of attendance and student progress. (A downside to this is that 60 percent of the patronage does **not** have access to a computer.) Newsletters, bulletin boards, mailings, and the weekly advocacy period also aid in disseminating information. Feedback from students and faculty indicates that a greater sense of ownership and collaboration is needed to achieve school goals and address stakeholder concerns. There is also a need to clarify and hone the action plans.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

There is some evidence that the school engages parents as partners in the learning process. The school community is very committed to the history and traditions of Ogden High that have evolved over generations. There is an active community council and PTSA. Additionally, such activities as goods and clothing drives, organ donor and blood drives, job fairs, and international festivals are part of the culture. One innovative idea was the movement of parent-teacher conferences to alternate sites (i.e., Weber State University, the Ogden-Weber ATC, and the White Community Center). There is also an Ogden Educational Foundation, which provides grants, large and small, for educational improvement.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

It is evident that Ogden High has provided opportunities for ongoing staff development. Teachers are engaged in a multitude of activities ranging from working on ESL and reading endorsement to making on-site visits at High Schools That Work schools throughout the country. Additionally, the administration has provided an opportunity for those participating in these various activities to report to their peers during the Friday meetings. Furthermore, several teachers indicated that their professional development would continue during the summer months.

While many opportunities are given, the professional development is somewhat random. In addition, there is a sense of frustration among faculty

members, and feeling that decisions need to be made about exactly what will happen next year as the school moves into the smaller learner community concept. Additionally, although many positive things are happening in terms of professional development, there doesn't seem to be much professional development to support the school's DRSLs. Each department has been left to figure out how to use the DRSLs in its own classrooms. Moreover, departments need professional development to help them align their strategies and assessments with standards. Perhaps a good place to begin this phase of their professional development is by examining the ideas and concepts in the following works:

Understanding by Design

By Grant Wiggins, Jay McTighe, and Jan McTighe

Publisher: Prentice Hall College Div; I edition (December 28, 2000)

ISBN: 013093058X

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Jane E. Pollock, and Debra J. Pickering

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- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

As a result of its self-study, Ogden High School is committed to improving the students' performance. Teachers reported that the administration encourages this change and keeps the process moving forward so that it won't bog down. Additionally, members of the school's focus groups described the principal as an "expert" at grant writing, thus providing the necessary funds to continue providing the conditions that support productive change and continuous improvement. Also, by providing time on Friday mornings, the administration has established a culture of sharing and collegiality among the faculty.

**CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS
AND OF COLLEGES AND UNIVERSITIES (NASCU)
STANDARDS I-X**

Standard I – Educational Program

This standard is met. Ogden High School is developing plans to implement new legislative mandates and to increase expectations of students through the HSTW curriculum.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met. The current renovation will be a great boost to the environment and instructional program.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. Ogden High School has a strong school improvement plan.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The administration and school leaders developed action plans for focus groups, for departments, and for the Consolidated School Improvement Plan. They have also created action steps with time lines and benchmarks in grants they have received. These plans have been incorporated into the school's SIP. Areas identified as needing immediate attention in the school's study have been fully delineated in the action plan. The school is using research-based programs and practices in the school improvement plan.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The district and site leaders are allocating material and human resources for the school's improvement effort, and these are significant. The provision of time for planning and collaboration was frequently mentioned as one of the most important factors in getting the project underway. The leadership felt that they needed to have continual opportunities to be with the staff to keep individuals enthusiastic and focused on the main purposes of their work. The Visiting Team felt there was a positive culture of change and that an expectation of improving the school and student success would come out of their action efforts.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

Formative and summative measures have been identified in the action plan. HSTW have protocols to be followed and specific benchmarks achieved, especially for new and emerging schools such as Ogden High School that have just entered the process. It is incumbent upon the administration, site leadership, and Community Council to keep everyone focused and informed about progress.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Ogden High School developed a profile that clearly delineated the strengths and weakness of the school. This has been extremely helpful to everyone,

helping them to see their current reality and be able to make appropriate plans for the future.

- Allocation of time, resources, and specific ongoing staff development are contributing greatly to the progress of the improvement effort thus far. The leadership at the school recognizes what needs to be done and is committed to providing the tools which are necessary to do the work.
- The faculty and staff at Ogden High School believe they can make a difference in their school. There is a sense of unity behind this effort, and they are to be commended for their personal commitment to student learning and success.
- Ogden High School has many powerful community partnerships that are providing real-world learning experiences for students, and the school continues to develop these outreach programs. The Visiting Team was also impressed with the variety and quality of school-based programs, which have been initiated to reduce the achievement gap between various ethnic groups.
- The action plans identified in the school improvement plan are a result of the school's effort to follow the Collaborating for Student Achievement process. The school leadership, faculty, and community are to be commended for recognizing their school's most important needs and making realistic plans for solving the problems.

Recommendations:

- The DRSLs have been developed and agreed upon. Indicators for them have been created. It is imperative that the students and staff know what these are and how all instruction/assessment will be centered on them.
- The school at this time does not possess a schoolwide assessment system. It is through a viable assessment system, which targets performance and standards that will enable goals to be met.
- There is a need for more research-based instructional strategies to be put into place in the classrooms at Ogden High School in order for the school to move the achievement rate to a higher level. Student-centered instruction must become a part of what happens in classrooms every day.
- More student involvement is critical. Major decisions that will initiate significant change for the school and community are being considered. Active student involvement in the planning and implementation process will make transitions/change much easier.

- Efforts to generate active parental involvement must be made. There appears to be a segment of the community that is not connected to the school, and this will continue to have a negative impact on school improvement efforts.
- Priorities identified in the Ogden High School self-study for school improvement cannot be met in the current facility. It is recommended that the district and site leaders continue their efforts to bring the building up to a level where it will enable students to receive a quality 21st century educational program.